SYLLABUS FOR HIS 133.022 or HIS 133.023
AMERICAN HISTORY TO 1877

Instructor: Dr. Stephen Taaffe
Home Phone: 936-462-7417
Class Time MWF 8-9 or 9-10
Office Phone: 468-2378
Room: F 475
Office: Dugas Liberal Arts North 310
Office Hours: MWF 10-11, T-Th 9:30-11, or by appointment
Office Phone: 468-2378
e-mail: staaffe@sfasu.edu

Objective and Purpose: The purpose of this class is for students to understand and evaluate the various social, political, ideological, and economic factors that shaped American history to 1877. Students will demonstrate their mastery of material through their performance on exams. By the end of the semester students will be able to use their newly acquired knowledge to interpret, analyze, and assess historical sources and contemporary interpretations of the past so as to recognize their biases and place current societal debates in historical context.

Text: Tindall and Shi’s America: A Narrative, vol. 1.

MakeUps: You have 24 hours to contact me if you miss a test. I will give all make-up exams on Friday, 16 November at 6:30 AM.

Grading Rationale:
First Midterm 33%
Second Midterm 33%
Final 33%

There are also two optional assignments that I will discuss after the first exam.

Grading Scale: A: 90-100, B: 80-89, C: 70-79, D: 60-69, F: 59 or less. You must complete and pick up all assignments, except the final, to pass the class.

Attendance Policy: You can miss up to and including six hours of class without penalty. For each hour missed thereafter, for any reason whatsoever, I will deduct one letter grade from your final grade.

Plagiarism and Cheating: If I catch you cheating on an exam, I will fail you for the exam or for the course.

Disability Services: If you have a proven disability, I am willing to make reasonable accommodations. I define what is and is not “reasonable.” You must visit me in my office before I grant any reasonable accommodation.

Pet Peeve: If I catch you with your cellphone out or using any electronic devices during class, I can and will throw you out, and you won’t be allowed back until you write a paper for me. You cannot use computers in class either unless you talk with me first.

Tentative Schedule and Assignments:
Week 1: Tindall and Shi, chapter 1
Mon 27 Aug Cultural Encounter
Wed 29 Aug Virginia Settled
Fri 31 Aug Virginia Society
Week 2: Tindall and Shi, chapter 2
Mon 3 Sep Discussion
Wed 5 Sep Puritan New England
Fri 7 Sep Puritan Society
Week 3: Tindall and Shi, chapter 3
Mon 10 Sep  
Great Awakening
Wed 12 Sep  Discussion
Fri 14 Sep  Colonial Slavery

**Week 4:**
Mon 17 Sep  Colonial Government and Economics
Wed 19 Sep  Salem Witch Trials
Fri 21 Sep  French and Indian Wars

**Week 5:**
Mon 24 Sep  American Revolution
Wed 26 Sep  Discussion
Fri 28 Sep  Independence

**Week 6:**
Mon 1 Oct  First Exam
Wed 3 Oct  Revolutionary War
Fri 5 Oct  Articles of Confederation Era

**Week 7:**
Mon 8 Oct  The Constitution
Wed 10 Oct  Discussion
Fri 12 Oct  Washington Administration

**Week 8:**
Mon 15 Oct  Adams Administration
Wed 17 Oct  (Democratic) Republicans in Charge
Fri 19 Oct  War of 1812

**Week 9:**
Mon 22 Oct  Era of Good Feelings
Wed 24 Oct  Discussion
Fri 26 Oct  Jacksonian America

**Week 10:**
Mon 29 Oct  Second Party System in Action
Wed 31 Oct  Texas and the Mexican War
Fri 2 Nov  Discussion

**Week 11:**
Mon 5 Nov  Second Exam
Wed 7 Nov  Southern Society and Slavery
Fri 9 Nov  Revival and Reform

**Week 12:**
Mon 12 Nov  Countdown to the Civil War I
Wed 14 Nov  Countdown to the Civil War II
Fri 16 Nov  1860 Election, Secession, and War

**Week 13:**
Mon 26 Nov  Discussion
Wed 28 Nov  Civil War on the Battlefield
Fri 30 Nov  Union at War

**Week 14:**
Mon 3 Dec  Confederacy at War
Wed 5 Dec  Reconstruction
Fri 7 Dec  Discussion

**Final Exam:**
For the 8 AM class it’s on Wednesday, 12 December, at 8 AM
For the 9 AM class it’s on Monday, 10 December, at 8 AM
Program Learning Outcomes:
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
HIS 133 is part of the university’s Core Curriculum and as such strives towards both the general goals of the core and the specific objectives for classes designated for inclusion in the American History Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area focus on the consideration of past events and ideas relative to the United States.

Courses in this area, such as HIS 133, include instruction in the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

In addition to learning the above, students in HIS 133 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written and visual communication.
- Gain intercultural competence, a knowledge of civic responsibility, and an awareness of how humans in the past have engaged effectively in regional, national, and global communities.
- Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to making ethical decisions.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Assessment
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The chart below indicates the core objectives addressed by this course, the assignment that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment should be uploaded to D2L. Not every assignment will be collected for assessment every semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovati inquiry, and analysis, evaluation and of information.</td>
<td></td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas written, oral, and visual communicat</td>
<td>Source Analysis Assignment</td>
<td>TBA</td>
</tr>
<tr>
<td>Empirical and Quantitative</td>
<td>To include the manipulation and ana numerical data or observable facts to informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider dif points of view and to work effectively others to support a shared purpose c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect cho actions and consequences to ethical making.</td>
<td></td>
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<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and ability to engage effectively in region national, and global communities.</td>
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</tr>
</tbody>
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**Source Analysis Assignment**
To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical event in United States history from the period before 1877. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to answer a series of questions. This source analysis assignment will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities. Completion of this assignment is required by the university and is an important component in the successful completion of this course. **Further instructions will be provided towards the end of the semester.**